

The Phoenix Center

P.O. BOX 170

ALCOLU, SOUTH CAROLINA 29001

Grades 9-12 High School

Enrollment 53 Students

Principal Nancy Roberson 803-505-6800

Superintendent John Tindal 803-435-4435

Board Chair William H. Johnson 803-435-4435

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

GOOD

Absolute Ratings of High Schools with Students like Ours

Excellent

Good

Average

Below Average

Unsatisfactory

1

4

10

7

8

IMPROVEMENT RATING

EXCELLENT

ADEQUATE YEARLY PROGRESS

NO

This school met 3 out of 5 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

Year	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Excellent	N/A	No
2004	Average	Unsatisfactory	No
2005	Average	Average	Yes
2006	Good	Excellent	No

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS

	Our School			High Schools with Students Like Ours		
Percent	2004	2005	2006	2004	2005	2006
Passed 2 subtests	N/A	37.5	58.8	66.4	59.0	63.9
Passed 1 subtest	N/A	37.5	17.6	17.1	19.4	16.2
Passed no subtests	100.0	25.0	23.5	20.4	21.6	20.3

HSAP PASSAGE RATE BY SPRING 2006

	Our School	High Schools with Students Like Ours
Percent	100.0%	89.1%

ELIGIBILITY FOR LIFE SCHOLARSHIP

	Our School	High Schools with Students Like Ours
Percent of		
Seniors eligible for LIFE Scholarships at four-year institutions*	0.0	3.5
Seniors who met the SAT/ACT requirement	0.0	3.6
Seniors who met the grade point average	0.0	36.7

*Using only the SAT/ACT and grade point average requirements

GRADUATION RATE

	Our School	High Schools with Students Like Ours
Number of Students	16	161
Number of Diplomas	13	111
Rate	81.3%	71.1%

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

END OF COURSE TESTS

Percent of students scoring 70 or above on:	Our School	High Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	N/A	71.7
English 1	N/A	53.6
Biology 1/Applied Biology 2	N/A	41.4
Physical Science	N/A	28.9
All Subjects	N/A	48.9

PERFORMANCE BY STUDENT GROUPS

	HSAP Passage Rate by Spring 2006		Eligibility for LIFE Scholarship		Graduation Rate		
	n	%	n	%	n	%	Met State Objective
All Students	2	100.0	21	0.0	13	81.3	Yes
Gender							
Male	N/A	N/A	11	0.0	6	83.3	N/A
Female	1	100.0	10	0.0	10	80.0	N/A
Racial/Ethnic Group							
White	1	100.0	10	0.0	9	88.9	N/A
African American	N/A	N/A	11	0.0	7	71.4	N/A
Asian/Pacific Islander	N/A	N/A	0	0.0	N/A	N/A	N/A
Hispanic	N/A	N/A	0	0.0	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	0	0.0	N/A	N/A	N/A
Racial/Ethnic Group							
Non disabled	2	100.0	21	0.0	16	81.3	N/A
Disabilities other than speech	N/A	N/A	0	0.0	N/A	N/A	N/A
Migrant Status							
Migrant	N/A	N/A	0	0.0	N/A	N/A	N/A
Non-migrant	2	100.0	21	0.0	16	81.3	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	0	0.0	N/A	N/A	N/A
Non-Limited English Proficient	2	100.0	21	0.0	16	81.3	N/A
Socio-Economic Status							
Subsidized meals	N/A	N/A	11	81.8	11	81.8	N/A
Full-pay meals	2	100.0	4	0.0	5	80.0	N/A

n = number of students on which percentage is calculated

Abbreviations for Missing Data

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HSAP PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 52.3%									
All Students	17	94.1	18.8	68.8	12.5	N/A	31.3	Yes	No
Gender									
Male	10	90.0	N/A	N/A	N/A	N/A	0.0	N/A	N/A
Female	7	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Racial/Ethnic Group									
White	13	100.0	15.4	69.2	15.4	N/A	30.8	I/S	I/S
African American	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	16	93.8	20.0	66.7	13.3	N/A	33.3	N/A	N/A
Disabled	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Migrant Status									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	17	94.1	18.8	68.8	12.5	N/A	31.3	N/A	N/A
English Proficiency									
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	17	94.1	18.8	68.8	12.5	N/A	31.3	N/A	N/A
Socio-Economic Status									
Subsidized meals	11	90.9	30.0	70.0	N/A	N/A	10.0	I/S	I/S
Full-pay meals	6	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Mathematics – State Performance Objective = 50.0%									
All Students	17	88.2	33.3	60.0	N/A	6.7	20.0	Yes	No
Gender									
Male	10	90.0	N/A	N/A	N/A	N/A	0.0	N/A	N/A
Female	7	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Racial/Ethnic Group									
White	13	100.0	38.5	53.8	N/A	7.7	23.1	I/S	I/S
African American	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	16	87.5	28.6	64.3	N/A	7.1	21.4	N/A	N/A
Disabled	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Migrant Status									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	17	88.2	33.3	60.0	N/A	6.7	20.0	N/A	N/A
English Proficiency									
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	17	88.2	33.3	60.0	N/A	6.7	20.0	N/A	N/A
Socio-Economic Status									
Subsidized meals	11	81.8	N/A	N/A	N/A	N/A	0.0	I/S	I/S
Full-pay meals	6	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n= 53)				
Retention rate	9.1%	Down from 12.5%	9.1%	7.0%
Attendance rate	91.2%	Down from 96.3%	95.1%	95.5%
Eligible for gifted and talented	0.0%	No change	3.5%	7.9%
With disabilities other than speech	5.5%	Up from 0.0%	15.5%	12.3%
Older than usual for grade	24.5%	Down from 31.0%	13.4%	9.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.9%	Down from 5.2%	2.1%	1.2%
Enrolled in AP/IB programs	0.0%	No change	5.4%	11.2%
Successful on AP/IB exams	N/A	N/A	N/A	N/A
Eligible for LIFE Scholarship*	0.0%		4.0%	10.2%
Annual dropout rate	0.0%	No change	3.2%	2.8%
Career/technology students in co-curricular organizations	N/A	N/A	4.9%	3.5%
Enrollment in career/technology center courses	N/A	N/A	328	448
Students participating in worked-based experiences	N/A	N/A	20.4%	24.2%
Career/technology students mastering core competencies	N/A	N/A	80.8%	80.0%
Career/technology completers placed	N/A	N/A	98.6%	99.1%

* Using only SAT/ACT and Grade Point Average requirements.

Teachers (n= 15)

Teachers with advanced degrees	20.0%	Up from 0.0%	49.0%	55.5%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	53.8%	N/A	12.6%	9.6%
Teachers with emergency or provisional certificates	0.0%	Down from 100.0%	15.7%	9.9%
Teachers returning from previous year	N/A	N/A	82.3%	86.3%
Teacher attendance rate	89.2%	Down from 97.8%	95.2%	95.3%
Average teacher salary	\$24,500	Down 14.0%	\$41,450	\$42,943
Prof. development days/teacher	6.3 days	Down from 6.7 days	10.6 days	11.2 days

School

Principal's years at school	7.0	Up from 6.0	3.0	3.0
Student-teacher ratio in core subjects	11.0 to 1	Down from 11.2 to 1	23.5 to 1	25.7 to 1
Prime instructional time	79.8%	Down from 93.9%	88.0%	89.3%
Dollars spent per pupil*	\$4,691	Up 35.0%	\$8,152	\$6,792
Percent of expenditures for teacher salaries*	47.5%	Down from 84.7%	51.5%	55.3%
Percent of expenditures for instruction*	66.6%		60.0%	61.1%
Opportunities in the arts	Poor	No change	Good	Excellent
Parents attending conferences	98.6%	Up from 90.2%	94.7%	92.8%
SACS accreditation	No	No change	Yes	Yes
Character development	Excellent	Up from Good	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	6.2%
Classes in high poverty schools not taught by highly qualified teachers	7.4%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school *or greater than last year	94.0%*	No

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Our mission at Phoenix Charter High School is to serve students who are divergent learners. Our enrollment is 55 students, grades 9-12. Often these students have a history of academic failure and behavioral problems in the traditional classroom and are not on target to graduate on time when they come to us. They are school-resistant youth who require trusting relationships and a supportive environment before they can begin to learn. Finding effective teachers for this hard-to-save population is critical; they must have a proven record of patience and empathy for this category of students. We want our students to be job-ready and to possess life skills. Community businesses and agencies are enlisted to help them, and we utilize the services of DHEC, DSS, Mental Health, and Alcohol and Drug Abuse agencies for assistance and counseling. We emphasize the value of volunteerism, and students volunteer in businesses and for individuals. Our students may attend F. E. Dubose Career Center, where they are placed in vocational areas. They have the opportunity to take college-level courses at Central Carolina Technical College. Our curriculum is based in the state standards with emphasis on making learning relevant and experiential in all subject areas. We value parental input into curriculum and discipline. We meet with parents quarterly as a group and call them for conferences on a daily basis and as needed to discuss their children's progress. The charter school experience for all of us, teachers and students alike, is a growth opportunity. We are collectively honing our skills and broadening our futures.

Anne D. Darby, Co-Director

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	6	9	9
Percent satisfied with learning environment	100.0%	I/S	I/S
Percent satisfied with social and physical environment	100.0%	I/S	I/S
Percent satisfied with school-home relations	100.0%	I/S	I/S

*Only eleventh grade students and their parents were included. For schools without grade 11, only the highest grade was included.